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ABSTRACT

The study described in this paper includes original qualitative research and analysis that addresses: how future secondary teachers are educated; perspectives from veteran and student teachers; insights into preparing teachers for the schools of our future; and suggestions for incorporating the voices of teachers and of those learning to teach into the dialogue between teachers, teacher educators, and student teachers. Participants in the study were five student teachers and four veteran teachers who agreed to be interviewed and observed. Some suggestions for future preservice teacher education programs include: a 2- or 3-year intern experience culminating in student teaching; and turning over to practitioners some control in the areas of knowledge, professional certification, and policy. Implications for teacher education are: (1) in light of educational reform, the voices of those who practice teaching need to be incorporated into the development and training of future teachers; and (2) the way future teachers are introduced to professional life and prepared for a lifetime career is a major responsibility for those in secondary as well as higher education. A 50-item bibliography is included. (LL)

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Title: Learning To Be A Teacher: perspectives about the teacher training process from those who teach and from those who wish to.

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Abstract

How we prepare future teachers for work in middle and secondary school classrooms is an important issue. Some have argued that teacher preparation programs gear toward content areas. Others have advocated doing away with formal programs of teacher preparation. Still others suggest that we incorporate into our dialogue the voices of teachers and of those learning to teach.

This paper presents original qualitative research and analysis that addresses how we educate future teachers. It offers important perspectives from those who teach and who wish to teach in our schools that offer insights into preparing teachers for the schools of our future. While micro in scope, this research also reminds us that there are many realities involved in the process of teacher preparation as well as there are in our schools. The voices of the teachers tell us that we should not ignore the holistic and subjective experience of being a teacher in favor of a particular and selective view. This paper suggests any model of teacher preparation must address and not ignore those many realities that we as teachers, teacher educators, and student teachers carry into the dialogue about teacher education.

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"The teacher gets something from experience which is not included in his "professional" courses, an elusive something which it is difficult to put between the covers of a book or work up into a lecture. That elusive something is social insight. What the teacher gets from experience is an understanding of the social situation of the classroom and an adaptation of his needs to that milieu. That is why experienced teachers are wiser than novices. That is what we must try to include in the regimen of those who aspire to be teachers." (Willard Waller, 1932-1976: p.1)

"I learned anew what I had forgotten of my practioner's wisdom." (Larry Cuban, 1990:p. 420).

Many reflections about schooling include visions of how people should become teachers. Often those visions convey the impression that the preparation of teaching professionals belongs exclusively to those in higher education. We as teachers and as teacher educators seem unwilling to take into account the words of Waller from so long ago or from Larry Cuban, John Goodlad (1990), Goodlad et. al. (1990) and Roland Barth (1990) among others place greater importance on the processes that take place in the schools as a component in teacher education. Part of that reluctance is manifested in our failure to recognize, in a positive vein, that there is a culture shared by teachers which is built upon working in the field and that it is in the field that one truly learns to "be a teacher". While there is a trend

toward using the world of the school as a training ground in the teacher education process it doesn't always include those veterans of our classrooms who have a wealth of experience in the profession. More often than not the culture shared by those veterans is disparaged.

In so doing, are we not neglecting the enhancement of teaching and of building respect for a 'teaching profession'? The perspectives of Waller and Cuban though spanning many years still ring true. As this paper will argue, teacher training and the future of schools demand that we incorporate our teachers into the processes of teacher education as equal partners. This position not only comes from the world of higher education by critics such as Goodlad and others but also from practioners and students.

We need a system of teacher training that values diverse voices and expertise, both in terms of philosophy and subject content. The power of a dialogue that takes place between a future teacher and a veteran about subject matter, as Feiman - Nemser & Parker (1990) point out, is important and should be a place to focus on for those concerned with teacher training. But simply talking about how to present a lesson, about the subject matter to be presented or the philosophy behind a particular subject area are secondary to the student teacher having an understanding about what it means to be a teacher. Student teachers must also must develop a sociology of the classroom, a psychology that is geared to each learner, an understanding of

their own role in the organization of the school and as individual teacher. The list of issues facing a new teacher is longer than we acknowledge. The reality of working as a teacher leads many future teachers to state "I had no idea that teaching was so demanding" (Calliari, 1990 p.260) or as he correctly terms their words "The New Teacher's Lament".

The student teaching experience offers a unique opportunity to listen to those who will one day teach in our schools. It offers a chance to also listen to those who work in our schools as tenured veterans with commitment to teaching as a long term career. The intent of this paper is to bring those two perspectives together and compare the thoughts and ideals of those who teach with those who wish to teach at the junior and senior high school level. By listening to those who speak, we can reflect upon their individual and group "perspectives" and come to understand the agendas those perspectives imply.

A Topic For Inquiry

Becoming a teacher involves a three phase process of learning. One source of learning is found in the teacher education programs of higher education. Through course work the future teacher is exposed to the philosophy and methods of elementary and secondary education. The future teacher is "prepared" to meet the professional demands and responsibilities of teaching (Calderhead & Robson, 1990). As most often is the case, the college or university teacher preparation program is the ultimate authority in sanctioning a student teacher as

competent to the state agency that issues teacher certificates.

A second source that prepares future teachers, also delivered by higher education, is the individual academic disciplines that future teachers looking for certification at junior and senior high school levels must take a large amount of course work in. This course work includes interdisciplinary general requirements that are at the basis of a liberal education, and a particular schooling in the discipline that the future teacher wishes to teach.

There is a third component of the educational process involved in becoming a teacher. This component does not take place in the sheltered classrooms of a college or university and quite often is far removed from the direct day to day supervision of higher education faculty. It is called student teaching by some or interning by others. It usually lasts from eight to sixteen weeks and takes place in the crowded, noisy, life cycle of a public junior or senior high school. Student teaching or interning allows the future teacher a chance to put the accumulated knowledge of teaching methods and of subject content to use in an actual classroom.

Student teaching is the time when future teachers come to grips with the work day reality of their chosen careers. It is also a time when those "becoming" teachers work with and are taught by veteran teachers. This relationship is in sharp contrast to the first and second components of pre-service teacher education which are taught by higher education faculty.

During the time of "becoming", student teachers begin to develop "perspectives" about what it means to be a teacher. These perspectives are often influenced by the "perspectives" of the veteran teachers that work in the school. Sociologist Howard Becker presented a working definition of the term "perspective" by stating:

"We use the term perspective to refer to a coordinated set of ideas and actions a person uses in dealing with some problematic situation, to refer to a person's ordinary way of thinking and feeling about and acting in such a situation. These thoughts and actions are coordinated in the sense that the actions flow reasonably, from the actor's point of view, from the ideas contained in the perspective". (Becker, Geer, Hughes, Strauss, 1984, pg. 34).

Upon entering a school student teachers develop and refine a perspective about who they are and what they are expected to do in this working situation. The veteran teachers in a school have the luxury of adhering to an existing perspective that has a history and basis grounded in the day to day life of working as teachers. While these veteran perspectives are not unchanging (quite the contrary: perspectives are constantly redefined), the primary work of the newcomers is to construct a perspective. Student teachers thus come to view themselves in relation to their past experience in higher education teacher training

programs as well as in relation to veteran perspectives. As such veteran teachers of a school are significant actors to any student teacher.

Martin Haberman advocates for a "more realistic teacher education" in an important comment on the subject. He states, "The purpose of this article is not simply to review what every teacher knows - that university programs and public school practices are in conflict regarding almost every major concept of child development, learning theory, the nature of knowledge, - its acquisition and use, the nature of teaching" [most important for the discussion of this paper], "and the use of sense in human development" (Haberman, 1987, pg.1). Any review of the current literature concerning the faults, benefits, and models of teacher education cannot escape the fact that the majority of positions come from higher education. Rarely are the words of those invested in schools as veteran and student teachers published in professional journals. Barth (1990) advocates that educators should "write and publish". This paper will allow a small number of those voices to be heard.

Views of the process of teacher education seem to hold one or two positions. One school of thought looks at the presence of higher education as the primary source in developing future teachers (See Zeichner & Tabachnick, 1981; Goodman, 1986; Shulman, 1987). These positions place student teaching in a diminished role largely because student teaching experiences do not meet the expectations and standards of those in higher

education as to what those experiences should be.

A second view of the value of student teaching in the scheme of teacher education places greater emphasis on the socialization processes of student teaching that shape the future teachers' emerging perspectives. Jordell (1987) points to the importance of colleagues as agents of socialization. He states:

"Possibly the best understanding of the role of the colleagues in the socialization of new teachers would be to consider them as a 'confirming' source of influence --- they do not primarily influence beginning teachers directly, but take part in their socialization as persons who participate in the validation of experiences in the classroom" (Jordell, 1987 p.171).

This position agrees with that proposed by Hanson and Herrington (1976) in describing an approach to the in school socialization processes that affect teachers. They offer:

"It is within the freemasonry of the staffroom that what may be situationally necessary becomes acceptable and finally taken for granted. The socially constructed world of the classroom needs validation by others who inhabit the same world --- "the reality of the world is sustained by conversation with significant others." (Berger & Kellner, 1971 and Hanson & Herrington, 1976 as quoted in Jordell, 1987, p.171)

Pataniczek and Sigler Isaacson report that, "The generalization emerging from studies is that beginning teachers are first concerned with issues of their own survival, then with issues relating to mastery of the teaching tasks, then with impact on students." (Pataniczek & Isaacson, 1981, p.14). Joyce goes on to add that "Most teacher candidates mimicked the attitudes and behaviors of their cooperating teachers", (Joyce, 1988, p. 33).

Still others (Lortie, 1987,Sizer, 1987, Pollard, 1982) tell us that living the life of a teacher in the schools may well have greater impact shaping the emerging perspectives of future teachers than any other experience. That student teachers learn 'on the job' should come as no surprise. The National Center for Research on Teacher Education reported that "If you ask teachers how they learned to teach, they often say they learned through personal trial and error in the classroom and through interactions with students and colleagues, administrators, and parents" (National Center for Research on Teacher Education, 1988, p.29). It seems that with teaching it is one thing to talk about teaching and quite another to actually teach.

Design and Method: An Overview

My purpose for undertaking this research was to present the perspectives of those individuals concerned with teacher education in junior high and high schools. I am concerned with actors central to the drama: student teachers and the veterans who by their presence and role in the school have profound

influences upon the processes of teacher education.

I chose a qualitative approach to the research problem. The research design sought to directly provide "an understanding from the actors own frame of reference" (Bogdan and Taylor, 1975, p.2) and, following Michael Quinn Patton, that qualitative inquiry allows the researcher to get "close to the sources of data" (Patton, 1980, p.4). I found that this method of study allows the researcher to "get inside the experience of the actor" (Blumer, quoted by Meltzer et al, 1975, p.57 - 58. See also Jacob, 1987, p.30). Ultimately, "the task of the qualitative methodologist is to capture what people say and do as a product of how they interpret the complexity of their social world" (Sevigny, 1981, p.68).

Qualitative inquiry into the developing perspectives of those engaged in a learning process follows a long tradition of educational and social research. (See Becker et al, 1984; Becker et al, 1968; Woods, 1986; Woods, 1983; among many others.) An interpretive approach to this research problem offers the chance of exploring how actions reflect the meanings actors make from their social position. The student teacher is confronted with a social reality reflected in the behavior of veteran teachers. The student teacher must make sense of and give meaning to that reality if as a teacher she or he wants to 'fit in' or 'become' a member of the society of teachers. As Erickson states, "A basic assumption in interpretative theory of social organization is that the formal and informal social systems operate

simultaneously, that is, persons in every day life take action together in terms of both official and unofficial definitions of status and role" (Erickson, 1986, p. 128). Student teaching is a formal system for introducing someone into the profession of teaching. The socialization of future teachers is a process of learning how to "act" in their role and in relationship to the higher status roles of veterans.

Methods

Faced with the research problem of gaining access to the perspectives that student teachers and veteran teachers have about their profession, I decided to employ a two fold method of data collection. One phase centered on a series of formal interviews conducted with five student teachers and four veteran teachers. A second phase of collecting data utilized participant observation. The use of two data collecting techniques allowed me to cross check what one produced with the other and to identify common themes. This triangulating of data (Patton, 1980; Lincoln & Guba, 1985; Mathison, 1988; Merriam, 1988) is defined as "the act of bringing more than one source of data to bear on a single point" (Marshall & Rossman, 1989, p.146).

The Interviews

Nine interviews lasting approximately one hour each were conducted with veteran and student teachers. These interviews were audiotaped and later transcribed word for word (as suggested by Merriam, 1988). The interviews were "open ended", though followed an outline guide. I chose interviews because, as Patton

states, "The purpose of interviewing is to find out what is in and on someone else's mind. The purpose of open ended interviewing is not to put things in someone's mind (for example, the interviewer's preconceived categories for organizing the world) but rather to access the perspective of the person being interviewed" (Patton, 1980, p.196).

Observational Techniques

The interviews were complimented by a second method of data collection, participant observation. As Evertson and Green state, "Observation is an everyday event. It is part of the psychology of perception and as such it is a tacit part of the everyday functioning of individuals as they negotiate the events of everyday life" (Evertson and Green, 1986, p. 163). Student teachers and veteran teachers were observed interacting (or not) in the confines of a public school and in both the public and private areas of that school where everyday life takes place. As Berger and Luckman state, "The reality of everyday life is taken for granted as reality", and that "the social process in both the formation and maintenance of identity are determined by the social structure" (Berger & Luckman, 1967, p.23).

Observational techniques allowed me the opportunity to observe those who were observing. Specifically, I observed student teachers observing the veteran teachers in attempts by to make sense and gain meaning (see Goffman, 1959) of what was happening around them.

The Sample:

The interviews were conducted with five student teachers and four veteran teachers. Both students and veterans came from the fields of social studies, English, and science. All those involved in the study worked with children from grades seven through twelve. The student teachers, with the exception of one, worked placements in the same school though not all the student teachers attended the same institution of higher education. The veteran teachers taught in the same school and had teaching experience that ranged from a minimum of eight years to a maximum of twenty - three years.

The observations were conducted in all areas of a small public regional junior - senior high school that enjoys a growing reputation for educational innovation and excellence. In addition to student teachers and four veterans interviewed, observations included an additional seven student teachers and thirty - one veterans. Though observations took place in all areas of the school the richest source of data was the special world of the faculty room.

Each of the teachers interviewed, both student and veteran, were asked to participate in the study. Not one refused. All those interviewed were given typed transcripts of their interviews and were asked for comments on the material. None offered changes though three participants offered more information after having read their words. As Bloor (1983) and Emerson (1981) suggest "taking findings back to the field is not

a test but an opportunity for reflexive elaboration" (Emerson, 1981, p.362). I found it assisted the research.

Prior research in the socialization processes of college freshmen (Epstein & Nowicki, 1981; Epstein, 1984) indicated that six weeks into a new social situation was a time of critical adjustment and a time of making sense of the new social world.

Interviewing student teachers at such a change point produced a number of strong and, to some degree, emotional responses on the part of the student teachers. They often expressed anger to me that suggested feelings of being "alone" and "confused". One student teacher said with a sigh of relief after an interview, "finally I have someone willing to listen to what kind of struggle it means to go through this student teaching thing".

What the Data Suggest: The Interviews

The interviews and observational data presented perspectives that I found to fit four clear and distinct patterns of what it means to learn to be a teacher and to actually be a teacher.

Pattern I: Both student teachers and veteran teachers felt that there were important differences in the realities of teacher education.

Pattern II: Student teachers and veteran teachers felt that more time should be spent in the work-a-day world of schools by student teachers, earlier in the collegiate or graduate career.

Both student and veteran teachers expressed sharp opinions about discrepancies between the worlds of the higher ed classroom and the actual one in a public school. As one veteran teacher commented:

"I don't think that it's preparing teachers for the jobs that they need to be doing in schools today. The emphasis is more theoretical when it really needs to be practical based ...and the only way a student can get practical experience is in a classroom practicing with a master teacher."

Another teacher commented:

"They send kids out for observation then they student teach and those are the two most valuable experiences right there. I think the courses offered in methods at the local college are taught by people who haven't taught high school kids."

A third veteran adds:

"One of my biggest gripes has been the professors from higher education. They have been away too long from schools and many couldn't exist in a (junior - senior) classroom today."

The fourth stated:

"I don't think teacher training necessarily reflects the real world though in terms of what really goes on in the classroom. It's like teaching an art. You can teach how to hold the brush, you can teach how to mix the paint, you can teach some background and history but you really can't

be an artist unless you immerse yourself in it in practice."

Clearly the veteran teachers felt that collaborating between the theory and practice hold distant ground in the preparation of future teachers. Lets listen to the words of the student teachers.

"We learned a lot of theory which is good and we learned a lot of progressive sort of ideas...or new ideas. But I think they left a lot of the concrete things out."

Another stated:

"I feel that we should have been out in the field teaching lessons to students in classrooms."

A third student teacher responded:

"The problem I see is that you can't change the colleges. I'm not so sure that they can come down the level of public secondary education...to the level of understanding the kids in classrooms".

Both veteran and student teachers independently brought up the "theory vs practice" debate. But to attribute what may be problematic to teacher education as simply the difference between theory and practice is to neglect the underlying realities that exist and that are presented as teacher education. Those realities reflect different agendas. As one student teacher commented:

"To be a teacher you must go through some sort of higher

education. Yet for the most part the people in the higher education do not actually do.... teach in the schools every day like the people here do. They have many other issues to contend with like publishing and research and setting policy. I'm learning that the people in the schools want to be setting policy. I learned about agenda's in higher ed classrooms. I can see some different ones operating here. Teachers work in different worlds with different demands."

What the student teacher terms "agendas" reflect the perspectives of classroom teachers, student teachers, and those in higher ed. Each must live and work in a reality that does not often meld with that of others. The work (and life) culture of those who teach in higher education is not the same as those who teach in the schools. It is those "agendas" and cultural bases that shape the perspectives of those in each group.

The student teacher, on the other hand, is caught in the middle. Student teachers are involved in a learning process. They occupy a position between the very different worlds of two classrooms. Student teachers take part in both yet can claim full status in neither.

Pattern III: The tremendous importance of the student teaching experience is directly related to a student's learning how to be a teacher.

After half of their student teaching experience student teachers were beginning to refine their perspectives about what

it would mean to work as a professional in the schools. When asked "what was the reality of being a teacher?" One student answered:

"What is the reality of being a teacher? Oh, you know, like, doing everything that a teacher does. I mean what does a teacher do? I mean I have no idea what a teacher does."

When I asked "What do we do?"

The teacher answered "WHAT DO YOU TEACHERS DO?! I still don't have that question answered. I mean I know what I do. But I don't know...I..I still feel like I'm ...I'm sort of...I'm I'm right at the water level, and I'm under sometimes..."

Another student teacher reflected:

"Well I have some understanding, it's not the last understanding that I will have....I feel like a lot is missing because I don't teach a full course load. Because I don't have to grade all those papers, because I don't have to deal with all those little problems during the day."

A third when asked "What do teachers do?" asked:

"What do you do?! I'm struggling just trying to make it interesting for kids and this is one of those things that you don't realize when you are in college...you are not going to grab 'em all and you're not going to reach them all".

The student teachers' words speak to the self doubt and insecurities that are enhanced in the current process of student teaching. The student teachers are asking how to control a class. How to motivate students. How to handle individual conflicts with students. How to distribute a personal work load so that the job is less than twelve hours a day for someone teaching three classes. The question also reflects the contradictions student teachers face in reconciling why actual teaching may not fit their preconceived ideals about teaching.

What did the veteran teachers feel they should provide student teachers? "I care about the student teachers I've had", one teacher mentioned, "I really do. I hope to give them the skills necessary to survive in a classroom when they get that first job. Why hire someone who is not qualified to teach? My job is to make sure they are". Another teacher spoke about the "incredibly complex jobs required to teach" and of why "it's important to have someone that is competent as a student teacher if my class is going to be turned over by me."

To a one, all the veteran teachers spoke about a concern for their students that was not evident among the student teachers. "Those kids are my responsibility", one teacher commented, "that is what I get paid to do." The veteran's concern is primarily for the adolescent student while for the student teacher it's with personal survival.

Pattern IV: The schooling of teachers involves
different and competing institutional agendas.

The veteran teachers saw their relationship with higher education as competitive as much as sharing a common ground. As one veteran teacher commented,

"At the college they can't understand why their ideas are not being put into practice in high schools. I don't think they understand what really goes on in schools and how busy teachers are. Their teaching is mostly teacher centered while we are slowly moving to a model that is student centered."

Another veteran teacher went on to add that:

"The relationship between secondary education and higher education is not a good one. You know, I think there's a lot of animosity between high school teachers and college professors or there typically has been from what I've seen because.....in the past anyway...college professors have been trying to tell secondary teachers how to do their jobs and no one likes that. I mean it doesn't matter what profession you're in...no one likes that.. If I could be respected as a professional person that would be fine."

The life of a school teacher and that of a higher education faculty are different. One is rewarded for scholarship, research, and teaching, demands that are put forth by the institution of higher education. The school teachers present us with alternative perspectives that come from living in schools.

Observational Data:

Most of the observations took place in a faculty room (teacher's room to those that may have other memories). This particular faculty room is small, approximately twelve by fifteen feet. Crammed into the two entrance room are a row of mail slots, a counter top with telephone and an old nonoperating typewriter. The room also contains an old soda machine and a floor crowded with too many round tables, the chairs are falling into disrepair. It is a symbolic place of teacher sanctity. It was where student teachers learned that veteran teachers could be "off stage". The room was rarely entered by administrators and when it was the visit was very short. On one occasion a parent entered the room to complain about the way a child had been treated by a teacher. Two student teachers watched the shock on the faces of the veteran teachers and at how quickly the parent was escorted out of the room to the front office by a quick-reacting teacher. One teacher turned to the student teachers, who were now feeling the discomfort of all those in the room, and said "Can you believe the lack of respect for us that person just showed?"

Most of the conversation directed to the student teachers followed the general lines of "why do you want to do this for a living?" or "You realize that you will never make any money".

A second area of conversation directed at the student teachers by the faculty centered upon their collegiate experiences of learning "to be teachers". Some comments from veteran teachers ended with the words "You'll soon know the

truth." Other teachers encouraged those who were student teachers to "Forget the theory that you've learned for this semester and concentrate on survival. You can bring it all back after you've decided to be a teacher." Another teacher simply said "just remember this is a job first and not some out-of-body experience."

Implications and Conclusions:

The intent of this study was to share the perspectives of student teachers and veteran teachers about what it means to be a teacher. Willard Waller (1932 - 1976) whose words began this work, advised us that "it is not to disparage teacher training that we remark upon the fact that teachers still learn to teach by teaching" (Waller, 1932 - 1976, p.1). It seems that we are being told the same today in the words of those heard in this paper. If anything we should recognize from those voices that have filled these pages, teachers, student teachers, and distinguished members of higher education, that a gap exists between realities and agendas of higher education and those of the junior - senior high school classroom. The words of practitioners often go unheard during the early days of a teacher's education as the student teacher is removed from the world of the school. Only later are future teachers confronted with conflicting realities. That there is a contrast in thought between the higher education classroom and that of the junior - senior high school is not in question. (See, for example, Feiman - Nemser & Buchmann, 1987; Corcoran, 1981; Newton and Brathwaite,

1987; Alvermann, 1981; and Goodman, 1988; Bracey, 1990, among many others.) The contrast does not seem fair to all those concerned. The practical experiences of teachers in the classroom of the junior - senior high school may well be the most important segment in the development of future teachers, and yet, they may well occupy the lowest rung on the teacher training ladder. It is in the schools that the student teacher finally comes to grasp the most important realities of them all; those of all junior high and senior high students. (For a further discussion about the issue of teaching students of all abilities see Goodlad, 1984; Oakes, 1985; Nowicki, 1990).

It is clear that some changes should be made in the way teachers are prepared for their profession. Refinements to existing models of teacher education or new ones altogether are needed. These models should take into account teachers are not simply created through a short career of collegiate study or from a certificate of a specific knowledge base. Any new model of teacher preparation must recognize that to be a teacher also means sharing in a culture that compares with cultures in other professions such as law or medicine. The voices of the veterans heard in this work speak about the importance of a "teaching culture". The words of the student teachers demonstrate a lack of knowledge of that culture. Acknowledging that a professional culture not only exists but has value opens the door for more teachers to be integrated into the processes that shape the future of our schools and teacher preparation. Some idea paths

that such an approach might follow could include:

1. The development of Scholar - Practitioner programs that cross the lines of those working in both secondary schools and higher education.
2. Student teaching should be the culmination of a two or three year intern experience in a school and not the first, long term, "hands on" experience of pre-service teachers.
3. By serving in the school for a longer period of time pre-service teachers will be better able to deal with all levels of student ability.
4. Higher education must turn over some of the control of knowledge, professional certification, and policy to practitioners in the schools.

Toward The Future

If we as educators and as students of education are to be consistent with the spirit of educational reform, we should, as the voices in this paper suggest, enfranchise those who practice teaching into the development and training of future teachers. How we introduce our future teachers to life as professionals, nurture them, and prepare them for a life they may wish to follow is a major responsibility for those in secondary education as well as for those in higher education. Both sides must find an agenda that is common in the way future teachers are prepared.

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